



FROM WEALTH TO POVERTY: AN INSIDE LOOK AT THE VENEZUELAN HEALTH CARE CRISIS

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ABSTRACT

What if I told you that the only way to save your life was to leave your home, friends, family, and worldly goods behind and set out for a new life somewhere else? Would you accept your imminent death, or would you risk everything to stay alive? Fortunately for us, that question is merely hypothetical. However, for many citizens of Venezuela, it is not!

With political discontent at an all-time high, President Nicolas Maduro uses access to health care as a strategy to control the people of Venezuela. This workshop will explore the dire conditions of health care under the dictatorship that is the Nicolas Maduro regime. Through discussion, participants will learn how access to health care is used to maintain political power and what this means for the health and well-being of those who are still in Venezuela.

Lesson Name: From Poverty to Wealth: An Inside Look at the Venezuelan Health Care Crisis

Grade/Course: 10/11/12- History/Social Studies

Lesson duration: 70 mins

Central Focus: The essence of this lesson plan is to expose students to the humanitarian/human right crisis that is occurring in Venezuela to date. Post-lesson students will understand why health care is a human right, what the Venezuelan conflict is, the government's involvement, how inadequate health care systems affect one's livelihood.

Essential Question(s):

1. Why are there humanitarian violations occurring in Venezuela?
2. How is the political crisis related to healthcare?
3. What is the reality of daily life in Venezuela?
4. Why aren't there any simple solutions?

State/Disciplinary Standards: <https://www.state.nj.us/education/cccs/2014/ss/>

1. **Social Studies:** 6.3.12.D.1 - Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
2. **Social Studies:** 6.1.4.A.9 – Explore violations of fundamental rights (e.g., fairness, civil rights, human rights).
3. **Social Studies:** 6.1.4.D.20- Describe why it is important to understand the perspectives of other cultures in an interconnected world

Daily Performance Objectives:

1. Demonstrate an understanding of human rights.
2. Identify major causes that led to the Venezuelan crisis.
3. Explain the health care violations occurring in the nation.

Helpful Prior Knowledge:

1. Basic understanding of human rights and why they should be protected.
2. The difference between the legislative and executive branches of government.
3. Examples of dictators and their actions; Adolf Hitler (Germany). Joseph Stalin (Russia), Saddam Hussein (Iraq), and Kim Jong-un (North Korea).
4. Narco-terrorism

Academic Language: Dictatorship, socialism, poverty, hyperinflation, inequality, emigration, social deprivation, and political weapon.

Materials and Preparation:

1. Prezi presentation <https://prezi.com/view/CbqsOHbtG507PBno14BD> (PDF Attached)
2. Handouts 1-4 (Attached)
3. Two different colored dry erase markers or chalk
4. Four groups of index cards with scenarios pre-written *1 card per student, one scenario per group* (find narratives below)

Lesson Progression:

Title of Activity Duration:	The teacher will...	The student(s) will...
Human Rights Squares/ Introduction 10 mins	<ol style="list-style-type: none"> 1. Give every student a copy of Handout 1. <ol style="list-style-type: none"> a. Call on a student to read the instructions. b. Demo the game: Walk up to a random student and ask them to complete the sentence for box 1: A human right is ____. c. State that once they obtain an answer, they must fill it in, move on to a different square, and a new person. d. Inform them they will have five minutes to complete the game, and at the one-minute warning, they must begin heading back to their seats. 2. Provide students with a one-minute warning. 3. At the five-minute mark stop the game. <ol style="list-style-type: none"> a. Make sure to give one additional minute to gather themselves/review the answers received. 4. Debrief the game: Ask one student which square they found easy and another student which they found hard to fill. <ol style="list-style-type: none"> a. When a student shares that it was hard to obtain an answer for a specific box, ask if anyone in the class was able to fill it. b. Call on one person to share their response. <ol style="list-style-type: none"> i. If no one raises their hand to provide them with an answer. 5. Once two students have shared in the activity above, take a survey: Ask the class if they wrote down healthcare or Venezuela in any of the squares. 6. Ask those who did and did not raise their hands, why? <ol style="list-style-type: none"> a. This will gauge how much knowledge students have on the topic of the lesson. 7. Introduce the lesson title and read out loud the four essential questions on the PowerPoint. <ol style="list-style-type: none"> a. This will provide students with an understanding of the topics that we will be discussing throughout the lesson. 	<ul style="list-style-type: none"> • Volunteer to read the instructions for Handout 1. • Watch the demonstration of the game. • Ask any questions they may have before the activity begins. • Once the game starts: Attempt to obtain answers from their classmates/provide responses. • Make their way back to their seats at the one-minute warning. • Review the information obtained. • Share which boxes were the easiest and hardest to obtain answers for and listen to their peers. <ul style="list-style-type: none"> ○ Engage with classmates by provided answers for boxes found difficult. • Answer whether or not they have written down health care or Venezuela for any of the squares. <ul style="list-style-type: none"> ○ Elaborate on why or why not. • Actively listen to the introduction of the lesson and the topics that will be covered within the period.

<p>Prezi Presentation Part 1 10 minutes</p>	<p>Essential Question 1: <i>What are the humanitarian violations occurring in Venezuela?</i></p> <ol style="list-style-type: none"> 1. Inform the class you will play a 60-second clip on the history of the Venezuelan crisis and that you all will have a mini-discussion post the video. 2. Play the video: <i>A Brief History of the Venezuela Crisis in 60 Seconds</i> https://www.youtube.com/watch?v=dM-5hmbLwzI 3. After the video is complete, ask for a volunteer to share a summary with the entire class. <ol style="list-style-type: none"> a. Give about 5 seconds; if the students are unable to provide a synopsis- make a joke about how quick that was and inform them you will be playing the video for a second time. 4. Play the video again: <i>A Brief History of the Venezuela Crisis in 60 Seconds</i> https://www.youtube.com/watch?v=dM-5hmbLwzI 5. Once the video finishes, ask them to turn to their neighbor and explain the crisis in their own words. <ol style="list-style-type: none"> a. The PowerPoint slide has markers: Hugo Chavez Regime, Maduro Years, and The Opposition. b. Inform them to use such as guiding points for their summaries. <ol style="list-style-type: none"> 1 Walk around while this is occurring as a way to gauge student understanding of key facts. 6. Have two volunteers share their answer out loud. <ol style="list-style-type: none"> a. If necessary, use the markers above to further elaborate on the crisis. <ol style="list-style-type: none"> 1 Make sure to complete a check for understanding if you have to talk about the situation in further depth. 	<ul style="list-style-type: none"> • Watch the one-minute video. • Focus on the main reasons behind Venezuela's collapse. • A: Volunteer to share a summary of the video with the entire class. • B: Watch the video for a second time and turn to their neighbor and explain the crisis in their own words. • Volunteer to share summary and listen to those provided by their peers. • Ask any additional questions they may have about the history behind the Venezuelan crisis.
<p>Prezi Presentation Part 2 15 mins</p>	<p>Essential question 2: <i>How is the political crisis related to health care?</i></p> <ol style="list-style-type: none"> 1. Inform the students that: <ol style="list-style-type: none"> a. The United Nations, a global institution that brings together its 193 member states (including Venezuela) to confront common challenges, has deemed health care a human right. b. It was done so through 1948's Universal Declaration of Human Rights Article 25, Section 1. 2. Call on a student and have them read out loud the excerpt. 	<ul style="list-style-type: none"> • Volunteer to read the excerpt of Article 25 Section 1 from the Universal Declaration of Human Rights. • Share out loud their predictions on occurs when a government does not provide adequate medical care resources. • Students will actively listen to the explanation of the information contained

	<ol style="list-style-type: none"> a. Emphasize that the words written in red highlight the basic summary: <u>Everyone has the right to health and well-being, medical care, and security in the event of sickness.</u> <ol style="list-style-type: none"> i. Inform them that even after such a declaration on an international level, the Venezuelan government (like many other nations) has failed to preserve its health care systems in the face of political discontent. 3. Move to next slide: <i>What are the effects of inadequate health care systems?</i> 4. Ask the students what they think will happen when the government is no longer investing and up-keeping a nation's health care system. <ol style="list-style-type: none"> a. Tell students today you will be focusing on the unsafe conditions the people of Venezuela are facing as a result of lack of priority in health care by the government. 5. Move to the next slide. <ol style="list-style-type: none"> a. Inform the students the two charts are detailing how the crisis directly correlates with infant and maternal health. b. Zoom in on chart 1: <i>Venezuela's Infant and Maternal Health Crisis.</i> c. Go over crucial details of the chart. <ol style="list-style-type: none"> i. Infant deaths are in brown and maternal are depicted in yellow. ii. The chart is covering the number of deaths that occurred within the years 2007-2016. iii. Emphasize that in 2016 ALONE almost 11,500 infants died before their first birthday, marking a 30% increase from the year before. iv. In six states, the numbers were up by over 50%. v. Maternal deaths rose even more at 66% nationwide. d. Zoom into Chart 2: <i>Infant and Maternal Mortality Rates:</i> e. Go over key details of the chart. <ol style="list-style-type: none"> i. Infant deaths are in brown and maternal are depicted in yellow. ii. The chart is covering the number of deaths that occurred in 2016 throughout several nations including Venezuela, Colombia, Mexico, the United States, and Canada. iii. Emphasize that Venezuela has the 	<p>on both chart 1 and 2.</p> <ul style="list-style-type: none"> • Students will volunteer to read out loud a section from Handout 2. • Post the reading they will share what they understood the article suggests about the Venezuelan government and the safety of people.
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	<p>highest rate for both maternal and infant mortality.</p> <ul style="list-style-type: none">iv. Also, discuss that Venezuela and Canada are on the opposite ends of the spectrums but both nations have adopted a socialist policy of affordable health care for all.v. This goes to show that health care as a human right does always correlate to lower accessibility and quality of treatment.vi. The factor that affects such is the type of government and their intention/dedication to such policies. <p>6. Move onto the following slide.</p> <ul style="list-style-type: none">a. Inform students to turn to Handout 2 “‘It Is Unspeakable’: How Maduro Used Cuban Doctors to Coerce Venezuela Voters”b. Ask for four volunteers to read out loud once sentence each.<ul style="list-style-type: none">i. Assign them each a section.c. Begin the reading.d. Ask the students what this article conveys about the government and the safety of the Venezuelans.<ul style="list-style-type: none">i. Highlight that the government is terrorizing the ill, as they know people will go to any lengths to survive.ii. Make sure to emphasize the fact that: Maduro’s use of medical resources as a political weapon is just another method of implementing the brute force, discussed in the video prior, to clinch onto the power he has.	
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<p>Prezi Presentation Part 3 Video- Think-Pair- Share 20 mins</p>	<p>Essential Question 3: <i>What is the reality of daily life in Venezuela?</i></p> <ol style="list-style-type: none"> 1. Separate students into four groups. 2. All members of each group will have an index card with a description of a scenario/person living in Venezuela. <ol style="list-style-type: none"> a. Imagine your mother is very ill and in dire need of heart surgery. Her physicians inform you that they can perform the surgery, so long you provide ALL medical equipment. After searching, you find a local store owner who is willing to give you the materials, ONLY if you traffic drugs to a neighboring city. Keeping in mind that time is against you, would you: <ol style="list-style-type: none"> i. Traffic the drugs or ii. Look for equipment elsewhere? iii. Why? b. Imagine your newborn sister has come down with the flu and your local hospital is out of medicine. Word around town is that there is a bus heading to a nearby hospital in Colombia. Would you, <ol style="list-style-type: none"> i. Encourage your mother to take your sister to the hospital or ii. Take a chance and join the caravan? iii. Why? c. Imagine you are a physician and you have a diabetic patient in need of insulin. However, your superiors instruct you to ONLY administer medications to those that are willing to vote for Nicolas Maduro in the upcoming election. The patient is reluctant to do so, even after you discussed the deadly outcome of doing such. Would you, <ol style="list-style-type: none"> i. Encourage the patient to vote for Maduro as it will save his life or ii. Would you go against your superiors and risk your own life to provide him and other patients medical attention? iii. Why? d. Imagine your childhood best friend is dying from an infection obtained when you were skateboarding together. While visiting at the hospital, you overheard that the government is holding medical supplies at border. There are talks about protestors organizing to storm the troops. Will you be joining the protestors? 	<ul style="list-style-type: none"> • Break off into four groups. • Read the index scenario provided. • Decide which option they think is best. • Ask any questions before the start of the video. • Take notes on the parts of the documentary that support their original decision. <ol style="list-style-type: none"> a. (Potentially) change their choice based on the newly learned information. • Share individual ideas with the group. • Make a collective decision on the best course of action for their scenario. • Actively listen and challenge the responses of their peers. • Share their own out loud. • Evaluate and identify the similarities between the answers provided.
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	<ol style="list-style-type: none"> i. Yes or ii. No iii. Why? <ol style="list-style-type: none"> 3. Inform the students to read the scenario written on the index card. <ol style="list-style-type: none"> a. They must then individually select from the two options presented or come up with their own. b. Instruct students to keep their narrative in mind while watching the next film and find evidence in the video that supports their stance. c. Lastly, they must prepare to share their ideas with their group members. 4. Check for understanding: Are there any questions? 5. Play the following video: <i>Venezuela Health Crisis- Euro News Sees Hospital Shortages Up Close</i> https://www.youtube.com/watch?v=w4wSP6KENKQ 6. Provide the students the group share instructions. <ol style="list-style-type: none"> a. Share your ideas with your group members. b. Collectively decide on which one you will share out loud with the class. 7. Give students 4 minutes to discuss in their respective groups. 8. Lead a discussion with the class. <ol style="list-style-type: none"> a. When sharing have students: read the index card out loud, share the group’s decision, and explain why they believe it is the best option. b. Call on each group (A to D) to share which option they’ve chosen and write it (yourself) on the board as they go. c. Once all groups have gone, ask what the similarities they see in their class members responses? <ol style="list-style-type: none"> i. Based on the questions provided it should be that: there aren’t any simple solutions, a vast majority of people in Venezuela are in dire situations, one can either migrate and/or fight the government back. 	
<p>Prezi Presentation- Part 4 6 mins</p>	<p>Essential Question 5: <i>Why is the crisis not an easy fix?</i></p> <ol style="list-style-type: none"> 1. Discuss the roadblocks faced by those attempting to end the free fall. 2. Tell the students that based on everything we’ve discussed today: the two primary options the Venezuelan people have is to migrate or protest and start a revolution. 3. Ask the students why both of these options are 	<ul style="list-style-type: none"> • Answer essential questions. • Ask for clarifications.

	<p>problematic.</p> <ol style="list-style-type: none"> a. Emigrating to neighboring countries is an immediate fix for some families. <ol style="list-style-type: none"> i. However, it does mean that immigrants will become the responsibility of other nations. ii. And let’s face it, if everyone were to leave, who is going to stick around and resolve the problem? b. On the other hand, protesting and starting a revolution means that many more people are going to die before anything get better. <ol style="list-style-type: none"> i. This is more of a long-term solution because Venezuelan’s will have to: fight for their freedoms, elect a new president, and await potentially years before new policies bring about substantial change. <p>4. Tell the students: all in all, the Venezuelan people have a long and tumultuous road ahead of them.</p>	
<p>Call for Action 5 mins</p>	<ol style="list-style-type: none"> 1. Provide students with Handout 3 *alter information to fit your district* <ol style="list-style-type: none"> a. It will detail: <ol style="list-style-type: none"> i. Credible sources/organizations covering the crisis, so that they may continue to see how it unfolds. ii. Contact information for Rep. Mikie Sherril + Rep. Donald M. Payne Jr. Congressional Representatives for the 07028, 07042, and 07043 zip codes in Montclair. <ol style="list-style-type: none"> 1. While the students cannot vote now, they will be able to in the upcoming years. 2. Following their current representative, will allow them to decide whether or not that’s someone they would like to keep in office. 3. The handout will also include the contact information for the Congressional Representatives intern coordinator, in the event students are interested in gaining work experience over the summer. 	<ul style="list-style-type: none"> • Take notes on: sources to follow the crisis, what they can do to help spread awareness, and avenues for political involvement in the states.
<p>Check for Understanding 4 mins</p>	<ol style="list-style-type: none"> 1. Provide students with Handout 3: 3-2-1 2. Ask students to write down 3 things they have learned, 2 questions that remain, and 1 major take 	<ul style="list-style-type: none"> • Complete the 3-2-1 independently.

	away from the lesson.	
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Human Rights Squares

Instructions: Using your fellow classmates as sources of information, fill in as many answers as you can into the squares. Each answer should come from a different person. Stop when time is called.

1. A human right is	2. A country where human rights are violated is	3. When I go to college, I would like to major in	4. A human right not yet received by everyone in the United States	5. An organization which fights for human rights
6. A type of human rights violation that most disturbs you	7. My favorite TV show is	8. A country where people are denied the freedom of expression	9. The last meme I saw was	10. A right all children should have
11. The best sport is	12. A right you have that your parents did not	13. A right sometimes denied to women	14. A film or video that is about rights	15. Select One: Black Panther or The Incredibles 2

Source: Human Rights Educators' Network, Amnesty International USA, Human Rights Resource Center, ISBN 0-929293-39-8, First Edition, 1998; Second Printing, 1999.

<http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-1/default.htm>

Excerpt from: ‘It Is Unspeakable’: How Maduro Used Cuban Doctors to Coerce Venezuela Voters

By Nicholas Casey | March 17, 2019 | The New York Times



Patients at a hospital in San Cristobal, Venezuela, last month. Cuban doctors working in the country said medical care was manipulated for votes. Photo Credit: Meridith Kohut for The New York Times

Yansnier Arias had been sent to Venezuela by the Cuban government, one of thousands of doctors deployed to shore up ties between the two allies and alleviate Venezuela’s collapsing medical system.

But with President Nicolás Maduro’s re-election on the line, not everyone was allowed to be treated, Dr. Arias said.

A 65-year-old patient with heart failure entered his clinic — and urgently needed oxygen, he said. The tanks sat in another room at the ready, he recalled.

But he said his Cuban and Venezuelan superiors told him to use the oxygen as a political weapon instead: Not for medical emergencies that day, but to be doled out closer to the election, part of a national strategy to compel patients to vote for the government.

Educate Yourself + Get Involved

In Section 1 you will find: *Credible sources and organizations that are dedicated to covering updates on the Venezuelan Health Care Crisis.*

1. Human Rights Watch- <https://www.hrw.org>

2. The United Nations- <https://www.un.org/en/>

3. International Committee of the Red Cross- <https://www.icrc.org/en>

4. National Public Radio (NPR)- <https://www.npr.org>

5. The British Broadcasting Corporation (BBC) News- <https://www.bbc.com/news>

6. Associated Press (AP) News- <https://www.apnews.com>

In Section 2 you will find: Contact information for Congressional Representatives of the 07028, 07042, and 07043 zones of Montclair, NJ and a link to their intern applications.

1. Rep. Mikie Sherril- <https://sherrill.house.gov/services/internships>
 - a. Parsippany Office
8 Wood Hollow Road, Suite 203, Parsippany, NJ 07054
Phone: (973) 526-5668
 - b. Washington Office
1208 Longworth HOB, Washington, DC 20515
Phone: (202) 225-5034
2. Rep. Donald M. Payne Jr.- <https://payne.house.gov/serving-you/congressional-internships>
 - a. Washington Office
132 Cannon House Office Building, Washington, DC 20515
Phone: (202) 225-3436
 - b. Newark Office
Leroy Smith Public Safety Building
60 Nelson Place, Newark, New Jersey 07102
Phone: (973)-645-3213
 - c. Jersey City Office
253 Dr. Martin L. King Boulevard, Jersey City, New Jersey 07305
Phone:(201)-369-0392
3. Rep. Bill Pascrell- <https://pascrell.house.gov/services/internship-form.htm>
 - a. Washington Office
2409 Rayburn House Office Building, Washington, DC 20515
Phone: (202) 225-5751
 - b. Englewood Office
2-10 North Van Brunt St., Englewood, NJ 07631
Phone: (201) 935-2248
 - c. Lyndhurst Office
367 Valley Brook Ave, Lyndhurst, NJ 07071
Phone: (201) 935-2248
 - d. Passaic Office
330 Passaic Street, Passaic, NJ 07055
Phone: (973) 472-4510
 - e. Paterson Office
Robert A. Roe Federal Building, 200 Federal Plaza, Suite 500, Paterson, NJ 07505
Phone: (973) 523-5152

3-2-1

Instructions: Write down three things you have learned, two questions that remain, and one major take away from the lesson.

3 Things Learned	2 Remaining Questions	1 Take Away

Annotated Bibliography

Borges, Anelise. "Venezuela Health Crisis: Euronews Sees Hospital Shortages Up Close." *Good Morning Europe*, Euronews, 20 Feb. 2019.

This five-minute film covers the Venezuelan healthcare crisis from the perspective of hospital staff and patients. Through the video, one will get an inside look at the medicine and medical equipment shortage. The documentary sheds light the adversaries Venezuelan face in their attempts to provide and receive medical attention. Given that the Venezuelan government restricts media's access to public hospitals, the real-life film is dangerous to obtain, and the courage of all parties involved to speak up against the oppressive regime is a testament to the horrors of the crisis.

In the film, we can see first-hand images of the unsanitary conditions of Venezuelan hospitals. It also focuses on the lack of pharmaceutical medication, medical supplies, and necessities like bottles for babies. One can see the direct effect of what the people are enduring as the documentary follows the story of Venezuelans trading food for medicine, and not having access to surgical procedures due to financial constraints. This recorded footage will contribute to the lesson as students will be able to see the lack of resources.

Casey, Nicholas. "'It Is Unspeakable': How Maduro Used Cuban Doctors to Coerce Venezuela Voters." *The New York Times*, The New York Times, 17 Mar. 2019.

Nicholas Casey tells the story of Yansnier Arias, a Cuban doctor sent to Venezuela to remedy the effects of the deteriorating health care system. In his interview, Dr. Arias details the ways through which President Nicolas Maduro is using the medical system as a means to lock down presidential re-election. We learn the story of Cuban and Venezuela medical supervisors who instruct Dr. Arias to utilize medical resources as "political [weapons]: Not for medical emergencies but to be doled out closer to the election, part of a national strategy to compel patients to vote for the government" (Casey, 2019).

While not explicitly stated, one can infer that Dr. Arias has shared his story as he is now living in Chile and no longer partaking in the program. The article details one of the many ways through President Maduro is utilizing brute force in an attempt to hold onto his power in Venezuela. Unfortunately for the people of Venezuela this is not a new tactic as the article states that "Mr. Maduro and his supporters had often used the nation's economic collapse to their advantage, dangling food before hungry voters, promising extra subsidies if he won, and demanding people present identification cards tied to government ratios when they came to the polls" (Casey, 2019). Casey's piece sheds light to the very acts of blackmail that is occurring through the government.

Cooper, Amy. "What Does Health Activism Mean in Venezuela's Barrio Adentro Program? Understanding Community Health Work in Political and Cultural Context." *Annals of Anthropological Practice*, vol. 39, no. 1, May 2015, pp. 58-72

Amy Cooper provides insight into Venezuela's Barrio Adentro health care program that was launched in 2003 by Hugo Chávez. Cooper analyzes the role of community health workers, and their part in implementing and administering clinics, along with health initiatives. This

perspective on the Barrio Adentro program is pivotal when studying the state of the Venezuelan's health care system, as it provides context to the original idea behind the plan.

Cooper argues that "Community health work in Venezuela represents one of the most significant forms of state-supported activism in a country that has radically expanded social and political participation for historically marginalized groups in the name of the socialist revolution" (59). The article presents the data Cooper collected through her fieldwork in 2006, 2008, and 2009. We learn that community health workers had to adapt to fit the roles of assisting in the everyday functions of clinics, managing patients lists, engaging in personal conversations with patients, and gatekeeping the clinics from crime.

While we now know that the program was a failure, understanding the mission and original purpose of this program is crucial when studying the current health crisis that has plagued the nation. Per Cooper, "Volunteering in Barrio Adentro represented an opportunity for neighborhood residents to achieve their vision of community health" (66). Community health workers understood their role in moving forth this health care program in Venezuela. Without the assistance of health workers, the Barrio Adentro program would not have been able to establish itself.

Correa S., Juan R. "Humanitarian Health Crisis in Venezuela." *World Medical Journal*, vol. 63, No. 2, Sept. 2017, pp. 35-36

Written by Dr. Juan R. Correa S., Vice-President of the Venezuelan Medical Federation, "Humanitarian Health Crisis in Venezuela" brings to light the effects of the Barrio Adentro program on the country. Correa argues that Chavez intended to create a health care sector that would eliminate the traditional independent system, as this new model would have direct connections to his regime. The article details current issues with the health care sector, e.g., lack of financial support from the government, outsourcing of doctors from other nations (CUBA), medicine shortages, and migration of Venezuelan doctors to other countries, all of which have led to the deterioration of the health care system.

In the article, Correa provides readers with statistics regarding the percentage of GDP investment the government provides the health sector 6%, the number of inpatient beds available in 2017 .64%, and the number of the reappearance of diseases (malaria) observed in 2016 242,976. He also discusses how child mortality had risen 3.8%, and maternal mortality rose 62.7% in a matter of two years. All of the information provided exposes the collapse of the Venezuelan health care system.

Correa's article is essential for the study of the Venezuelan health care crisis, as he not only is the Vice President of the Venezuelan Medical Federation, but he is a practicing physician himself. He also brings to the forefront that the Supreme Court National Assembly of Venezuela has declared "the health situation a humanitarian crisis" in March of 2017, but to date, the government has yet to take action to provide adequate resources to remedy the problem.

Daryanani, Sunil. "When Populism Takes over the Delivery of Health Care: Venezuela." *Ecancermedicalscience*, vol. 11, no. 770-791, Oct. 2017, pp. 1.

Written by Sunil Daryanani, "When Populism Takes over the Delivery of Health Care: Venezuela," focuses on the inadequate health care in the nation. At the moment, patients are dying from common illnesses, and essential medicine is difficult to obtain. On various occasions,

the government has denied that a crisis exists, blatantly disregarding the insufficient health sources folks have. The article focuses explicitly on cancer treatment in Venezuela, and how a once envied free cancer drugs program, is now crippling the community. Daryanani speaks to the lack of funding, mismanagement, and corruption that has led to the collapse of the Venezuelan health care system.

Daryanai discusses how the government has not published and altered health statistics as an attempt to provide a misconstrued world view about the crisis. She also sheds light on the lack of attention provided to the healthcare system, has resulted in the reemergence of diseases like “malaria, diphtheria, and tuberculous.” Daryanai mentions how Chavismo depends on the privatization of the health care system. Unfortunately, the implementation of Barrio Adentro has resulted in a disastrous health care sector as inadequate resources have plagued the nation.

The article provides content of the Venezuelan health care system before Chavez rule. It also speaks to how Chavez was able to implement such a revolutionary system like that of Barrio Adentro. Daryanani does a great job at bridging the gap between the past and current state of healthcare in Venezuela. It is essential to know how the progression occurred, to fully understand why extreme discontent did not manifest sooner.

Ellner, Steve. “Venezuela’s Fragile Revolution.” *Monthly Review*, no. 5, 2017

Steve Ellner provides a concise depiction of the late president Hugo Chavez’ Bolivarian Revolution. Through the article, Ellner explores the significant and questionable actions taken during the Chavista rule. The study of the political history of Venezuela will allow one to understand how the nation reached the level of turmoil that exists today. In this short introduction, one will learn about Chavez’ adversaries, paramilitary violence, private sector relationships, Venezuelan bourgeois, and government goals for social programs. Ellner’s article lays the foundation for comprehension of Venezuela’s political system, and why the attempts to overthrow President Nicolas Maduro have occurred.

Hugo Chavez came into office in 1999, had numerous adversaries from the beginning. Those of which included but were not limited to: Venezuela’s major corporations and business groups, the United States government, and the media. A brief list of hostile actions provided by Ellner include “an attempted coup in 2002, promoted by business interests and backed by the United States; a two-month national lockout in 2002–03; waves of paramilitary urban violence from 2002 to the present; and the refusal of the opposition and its allies to recognize official electoral results, even those certified by international observers.”

In an attempt to provide greater understanding for the policies enacted during Chavista rule, Ellner speaks the principle of Hugo Chavez’ Socialism “to each according to their needs,” which differs from that of Soviet and Asian leaders. This principle sheds light as to why Chavez gave preferential treatment to the bourgeoisie, as it was directly beneficial to his needs. Under the pressure of managing debt, inflation, and the decline of low oil prices, President Nicolas Maduro's regime has become explicitly aggressive. However, the relationship between the government and the bourgeoisie has remained unchanged. This action led directly to a spurt in unethical and corrupt behavior throughout the nation, which has not digressed, and has become “routine and highly visible.” To conclude the article, Ellner writes about how “Maduro has played hardball in the face of the latest campaign to unseat his government. Not only has he jailed opposition leaders for inciting violence, but he has mobilized his aown supporters to counter opposition-led street protests.”

Noriega, Roger F. "Venezuela Crisis: A Brief History | In 60 Seconds." *Foreign and Defense Policy, Latin America*, American Enterprise Institute- AEI, 12 Apr. 2017.

In the sixty-second video, Roger Noriega provides a concise history of the Venezuelan crisis. Noriega begins with a brief discussion of the Hugo Chavez regime. He details how Chavez established his dictatorship post his 1998 election win. One learns about the appointment of Maduro as Chavez successor. Along with the idea that Maduro tapped into the power of the executive to consolidate the rest of the governmental control. We learn that 2018 is not the first opposition against this regime. Noriega discusses the 2015 democratic opposition win in congressional elections that led to no change.

The video is essential for the lesson plan as it establishes a foundation of knowledge about the Venezuelan government students may not have. In watching this video, students will have a basic understanding of why the situation has escalated to that of what we see in the new today. Noriega's analysis works well with this lesson because it is brief, discusses significant points, and is a great segway into the issues that have arisen in the healthcare sector. However, it is essential to state that Roger Noriega is a U.S. diplomat. He has had roles as the assistant secretary of state for the Western Hemisphere, and former U.S. ambassador to the Organization of American States. The terms Noriega uses in his description allude to fight between oligarchs and corporations over oil and natural resources.

Jones, Rachel. "Hugo Chavez's Health-Care Programme Misses Its Goals." *Lancet (London, England)*, vol. 371, no. 9629, June 2008, p. 1988.

In this publication, Rachel Jones details how Barrio Adentro, the Venezuelan health program, is failing. The program started in 2003 by President Hugo Chavez, intended to bridge the gap between health care and Venezuela's most impoverished communities. However, numerous facilities have gone unopened, and those running do not have adequate staff as the country is facing a shortage of medical personnel. As works earlier discussed the original plan for Barrio Adentro and the current state of the health care system, this article bridges the gap between the past and the present; it sheds light on how the country has managed to reach this point.

The work is a direct response to The Lancet's World Report on Venezuela. She speaks to the biases of the world report, as it significantly focuses on inflation and crime increases, along with shortages, but does not highlight the reality of the deplorability of Venezuela's health care system. Jones writes that the mismanagement of the Venezuelan economy has led to the deterioration of the Barrio Adentro program, which was projected by former President Hugo Chavez to improve primary care by 2007.

Jones speaks to Robertson's work and the lack of factual information provided as it does not talk to the acts taken by the government that is in direct violation of human rights. She writes that the current protest and outcry by Venezuelans is an immediate response to the repression of the government, and to say that does not exist is to invalidate the horrific environments people are currently trying to survive in.

Krygier, Rachele, and Anthony Faiola. "A Humanitarian Crisis in Venezuela? Nothing to See Here, Government Says." *The Washington Post*, WP Company, 13 Oct. 2018.

Krygier and Faiola's article focuses on the inaction of the Venezuelan government to resolve the current humanitarian crisis. According to President Maduro, the nation is currently under attack by the media, as an attempt to create the foundation for a justified military intervention. The government has claimed that the world is exaggerating, and at the time of this article, failed to "[admit] to the scope of the country's social, health, or migrant crises." The denial of a crisis is an essential factor, as the government has rejected aid, thus prolonging the suffering of the Venezuelan people.

The article sheds light on the inaction of the government to bring an end to the chaos within the nation. Krygier and Faiola discuss the increased rates of folks going without lifesaving treatment for HIV and cancer, along with the increase of hungry children. They argue that the government has continuously denied the crisis as they are fighting to prevent military intervention. The writers also interviewed a mechanic who states that the government is actively withholding distribution of goods in the nation to the people, and hoarding such items, e.g., meat for themselves. Krygier and Faiola also discuss the biases of Venezuela media when capturing images of children in school. The government has even gone as far as to say that they have acquired proof that the migrant and humanitarian crises were a hoax. This work is essential when analyzing the crisis as it speaks to the intentional actions taken by the government to prolong the suffering of its people. Stevens, Sarah. "When a Crisis Emerges, Look the Other Way: Venezuela's Handling of the

Health Care Crisis." *Harvard International Review*, vol. 38, no. S2, 2017, p. 6.

The focal point of "When a Crisis Emerges, Look the Other Way: Venezuela's Handling of the Health Care Crisis" written by Sarah Stevens, is the lack of action being taken by the government to solve the humanitarian violations occurring in the nation. Stevens speaks to the shortage of medical supplies and medics, along with inflation. "A bottle of saline solution, which would normally cost less than US\$1, now costs around US\$200 on the black market." As inflation has increased, the conditions in Venezuela are worsening, and President Nicolas Maduro is refusing to take action, as he would have to admit that his regime is failing at an alarming rate. This work speaks volumes to the disregard of the Venezuelan people. It highlights the inability for progress when one's government is taking actions that are clear indicators of the continuation of a crisis. I found this important as it is pivotal in understanding why Venezuelans are protesting and fleeing the nation.

Stevens addressed how when oil prices, Venezuela's main export, began failing in 2014, an economic crisis arose, which evidentially led to the healthcare mismanagement. The inflation increases of 500 percent between 2015 and 2016, resulted in many citizens losing their income and ability to obtain necessities. This article is essential when discussing the Venezuelan crisis, as it sparks a lengthy conversation on what actions can occur when the very people in positions of government that have the power to affect change and put an end to the suffering, have completely turned their backs on their citizens.